



**BEST PRACTICES
CLEARINGHOUSE**

Miniseries on Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success

– Lessons from the Field –

Strategies for Educators and School-Based Staff to Support Students' Social, Emotional, Behavioral, and Academic Well-Being and Success

October 4, 2023
3:00 – 4:30 PM EDT



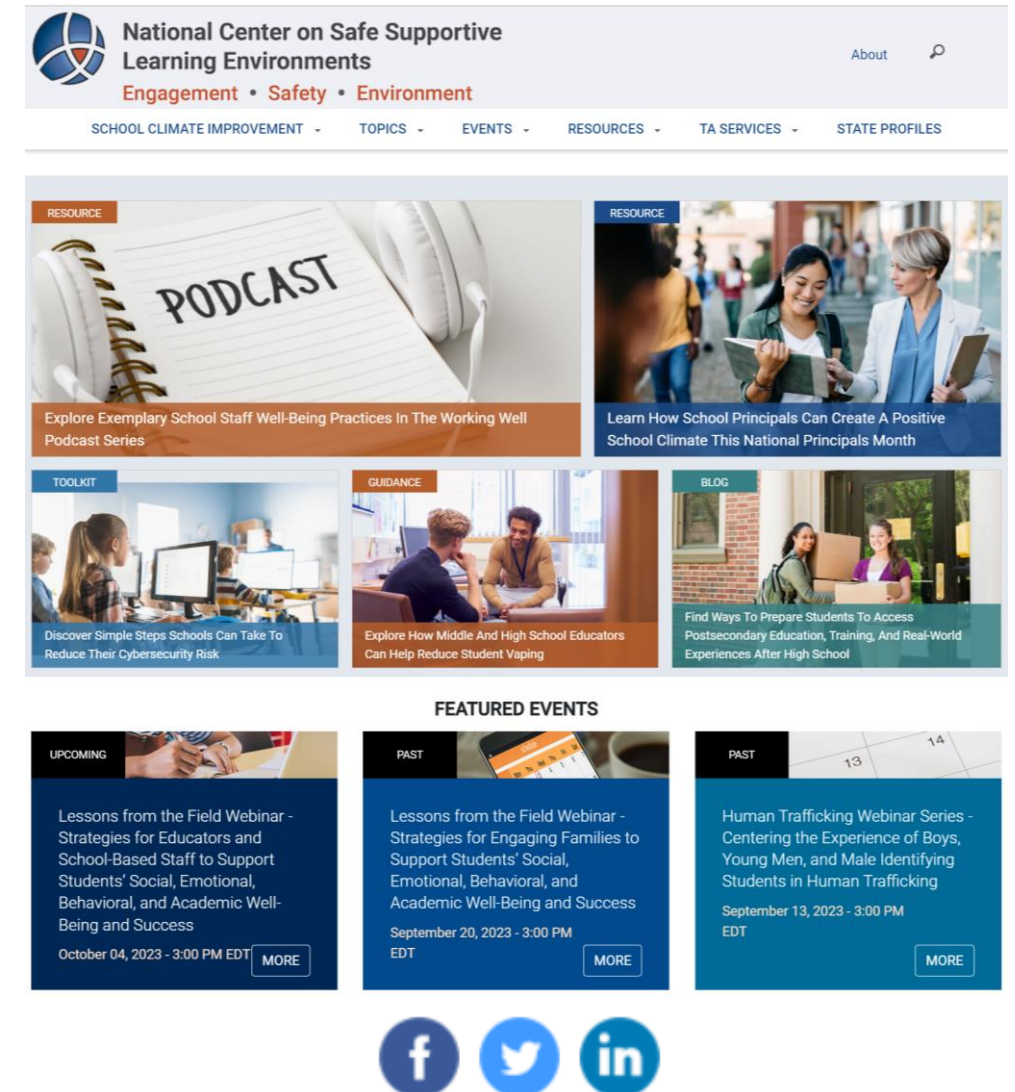
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NCSSLE Website

<https://safesupportivelearning.ed.gov>



To access information and archived materials from previous Lessons from the Field webinars, go to: <https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



This webinar is being recorded and will be archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-strategies-educators-and-school-based-staff-support-students>

Agenda

- 1 Introduction and Logistics
- 2 Welcome from U.S. Department of Education (ED)
- 3 Context Setting: Strategies for Educators and School-Based Staff
- 4 Panel Discussion with Practitioners
- 5 Brief Closing Remarks
- 6 Live Q&A

*Supporting Students' Social, Emotional, Behavioral,
and Academic Well-Being and Success*



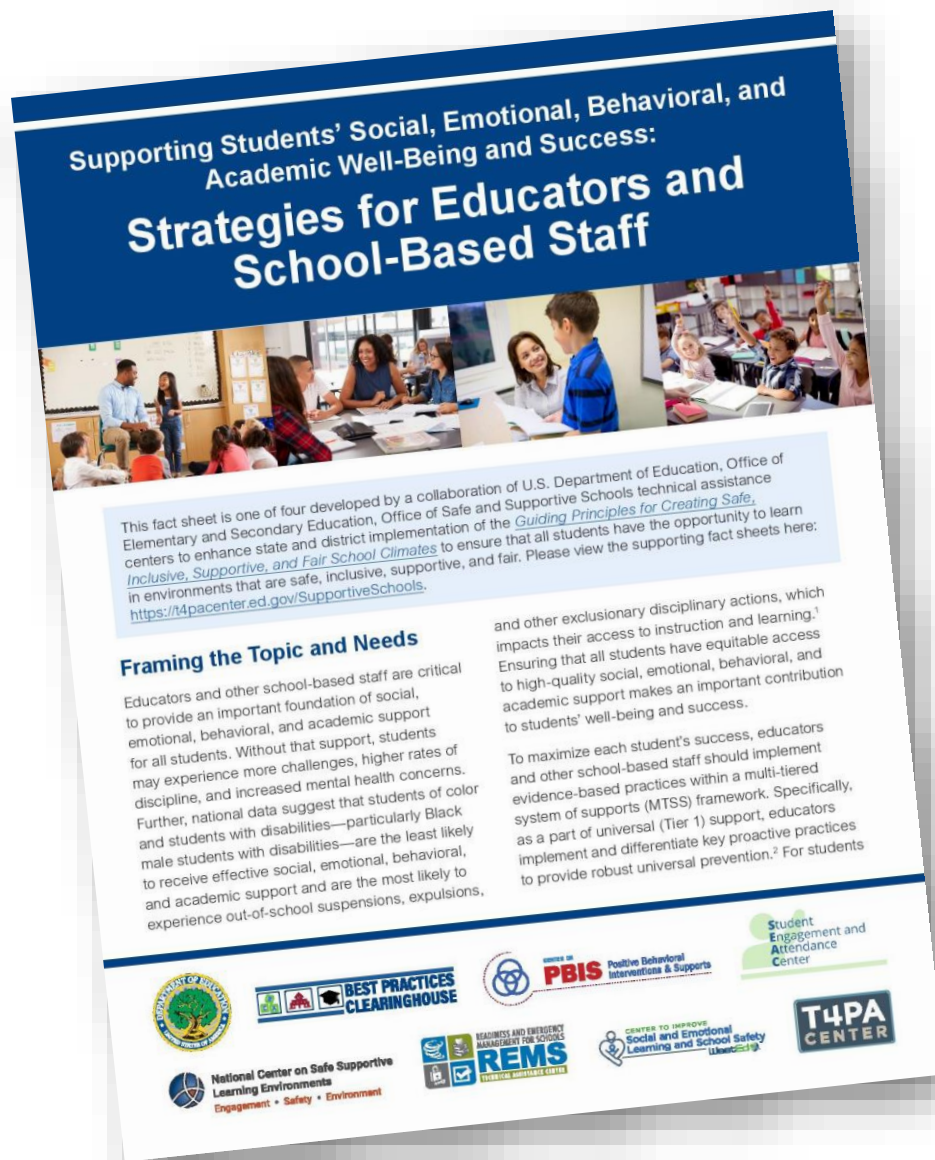
Carlette KyserPegram

EDUCATION PROGRAM SPECIALIST

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF SAFE AND
SUPPORTIVE SCHOOLS

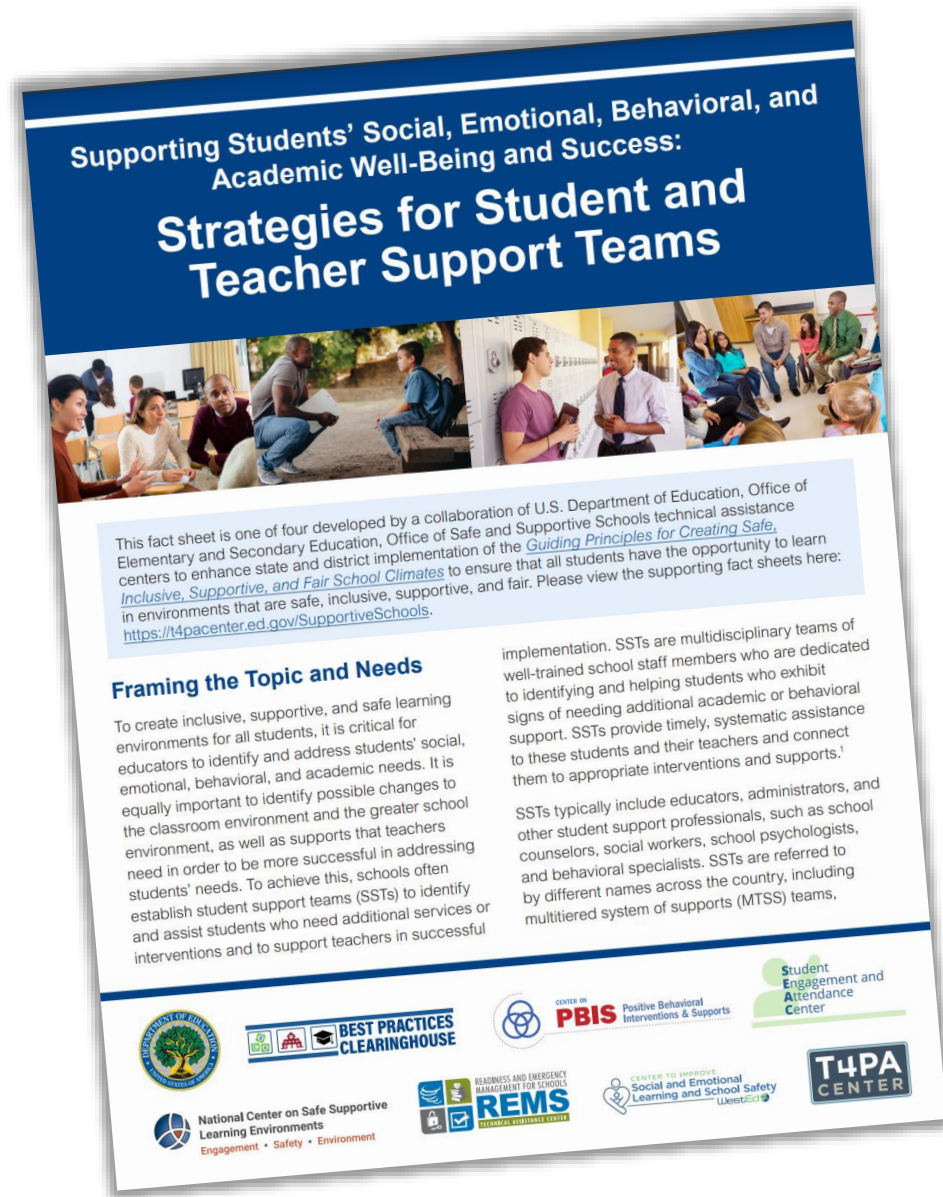
LEAD, SCHOOL CLIMATE TRANSFORMATION GROUP

U.S. DEPARTMENT OF EDUCATION



Basis for Today's Miniseries Event

[https://t4pacenter.ed.gov/Docs/Fact-Sheets/Supporting Students Educators and School Staff 508.pdf](https://t4pacenter.ed.gov/Docs/Fact-Sheets/Supporting%20Students%20Educators%20and%20School%20Staff%20508.pdf)



Future Miniseries Event October 18th: **Strategies for Student and Teacher Support Teams**

<https://t4pacenter.ed.gov/Docs/Fact-Sheets/Supporting Students Student Support Teams 508.pdf>

*Supporting Students' Social, Emotional, Behavioral,
and Academic Well-Being and Success*



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CO-DIRECTOR, NATIONAL TECHNICAL ASSISTANCE CENTER
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CO-PRINCIPAL INVESTIGATOR, NATIONAL MULTI-TIERED
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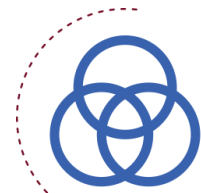
SENIOR ADVISOR, NATIONAL CENTER ON INTENSIVE
INTERVENTIONS

Supporting Students' Social, Emotional, Behavioral, and
Academic Well-Being and Success:

Strategies for Educators and School-Based Staff



Brandi Simonsen, PhD



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Positive Behavioral
Interventions & Supports

Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success:

Strategies for Educators and School-Based Staff



This fact sheet is one of four developed by a collaboration of U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Supportive Schools technical assistance centers to enhance state and district implementation of the [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#) to ensure that all students have the opportunity to learn in environments that are safe, inclusive, supportive, and fair. Please view the supporting fact sheets here: <https://t4pacenter.ed.gov/SupportiveSchools>.

Framing the Topic and Needs

Educators and other school-based staff are critical to provide an important foundation of social, emotional, behavioral, and academic support for all students. Without that support, students may experience more challenges, higher rates of discipline, and increased mental health concerns. Further, national data suggest that students of color and students with disabilities—particularly Black male students with disabilities—are the least likely to receive effective social, emotional, behavioral, and academic support and are the most likely to experience out-of-school suspensions, expulsions,

and other exclusionary disciplinary actions, which impacts their access to instruction and learning.¹ Ensuring that all students have equitable access to high-quality social, emotional, behavioral, and academic support makes an important contribution to students' well-being and success.

To maximize each student's success, educators and other school-based staff should implement evidence-based practices within a multi-tiered system of supports (MTSS) framework. Specifically, as a part of universal (Tier 1) support, educators implement and differentiate key proactive practices to provide robust universal prevention.² For students

What is Your Why?



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Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success:

Strategies for Educators and School-Based Staff



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To maximize each student's potential, schools must implement strategies to provide

Call to Action

“[N]ational data suggest that **students of color** and **students with disabilities**—particularly Black male students with disabilities—are the **least likely** to **receive** effective social, emotional, behavioral, and academic **support** and are the **most likely** to **experience** out-of-school suspensions, expulsions, and other **exclusionary disciplinary** actions, which impacts their access to instruction and learning.”



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To maximize each student's success, educators and other school-based staff should implement evidence-based practices within a multi-tiered system of supports (MTSS) framework. Specifically, as a part of universal (Tier 1) support, educators implement and differentiate key proactive practices to provide robust universal prevention.² For students

How can we support *all* students' SEB needs?



Key ?s



How do we support students' SEB needs in class?



How do we support educators' implementation needs?

Supporting Students' Social, Emotional, Behavioral, and Academic Well-Being and Success: Strategies for Educators and School-Based Staff



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3 Simple Strategies

1. Prioritize Connection

Connect

2. Engage Students in Relevant Instruction

Engage

3. Provide Positive and Supportive Feedback

Specific Feedback



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Resources

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- [*Fostering School Connectedness: Improving Student Health and Academic Achievement*](#) — find strategies that can help foster school connectedness.



SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS: Evidence-Based Practices for Educators

CENTER ON PBIS

January 2022



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PBIS Positive Behavioral
Interventions & Supports

Thanks to the **team** who lead the development of this revised guide:

- Brandi Simonsen,
- Jenifer Freeman,
- Maria Reina Santiago-Rosario,
- Karen Robbie,
- Heather George,
- Steve Goodman,
- Laura Kern,
- Barbara Mitchell,
- Robert Putnam, &
- Kim Yanek



Create a robust and differentiated foundation (Tier 1) of support

SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS:
Evidence-Based Practices for Educators

CENTER ON PBIS

January 2022

Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. www.pbis.org.

Steps to Support & Respond to Students' SEB Needs

1. Create positive teaching & learning environments

1.1 Design a Safe Environment

1.2 Establish Positive Connections

1.3 Develop Predictable Routines

1.4 Define & Teach Positive Expectations

1.5 Plan Relevant Instruction

2. Actively promote SEB growth

2.1 Rel

Engage

2.2 Rel

Connect

2.3 Prompt & supervise SEB & Academic Skills

2.4 Fee

Specific Feedback

2.5 Consider Other Response Strategies

3. Monitor fidelity & use data to guide implementation

3.1 Monitor Educator Implementation

If **implementation** challenges...

3.2 Access Training, Coaching, & Feedback

4. Monitor student outcomes & use data to guide response

4.1 Monitor Student Outcomes

If **many** students make ongoing SEB errors ...

4.2 Enhance Tier 1 (Steps 1 & 2)

If **few** students make ongoing SEB errors ...


4.3 Enhance Tier 1; Consider Tiers 2 & 3

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MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) IN THE CLASSROOM

BRANDI SIMONSEN, KAREN ROBBIE, KATHERINE MEYER,
JEN FREEMAN, SUSANNAH EVERETT, & ADAM FEINBERG

November 2021

Thanks to the **team** who lead the development of this revised guide:

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- Jenifer Freeman,
- Susannah Everett, &
- Adam Feinberg



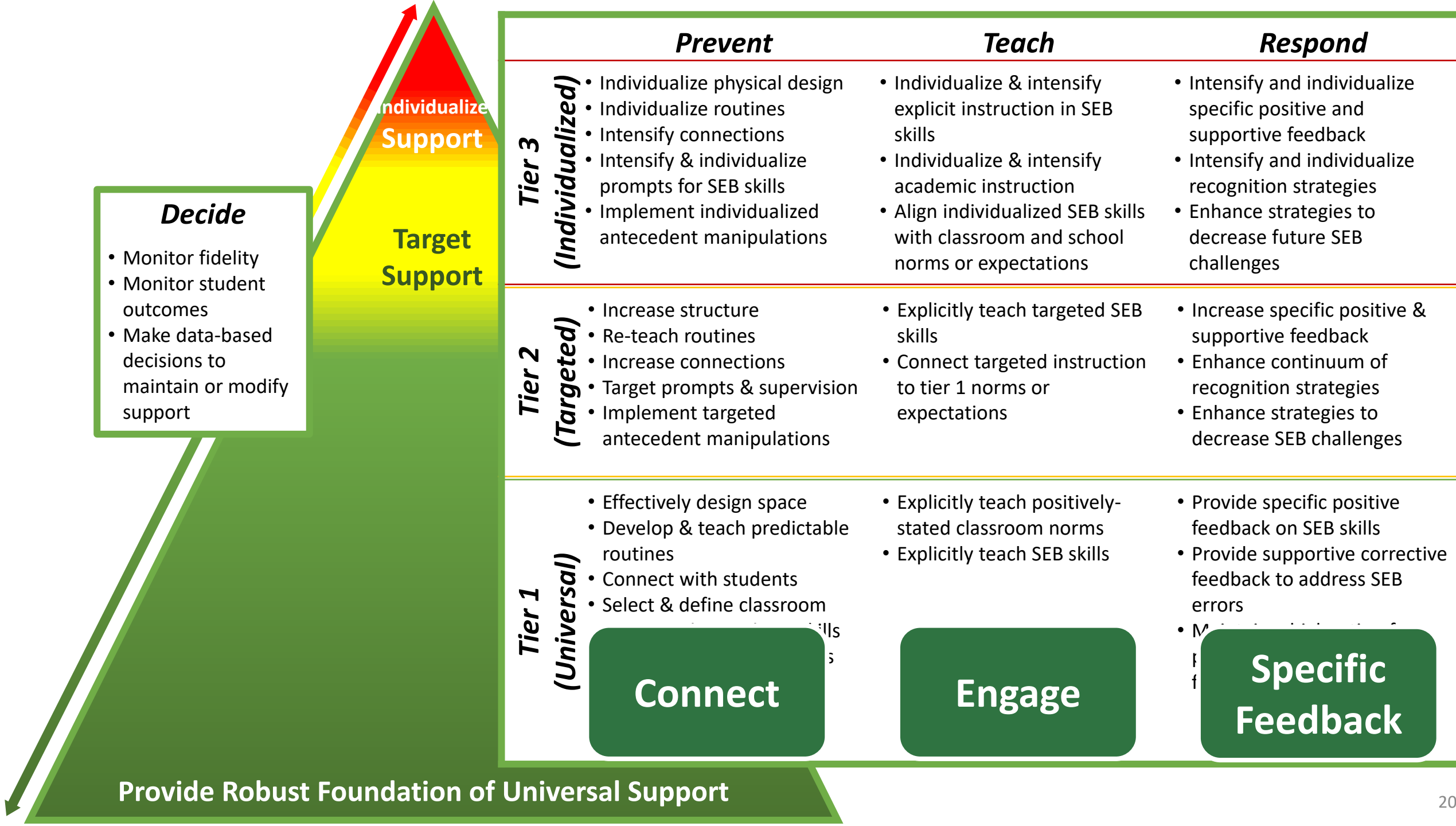
Layer on targeted (Tier 2) and individualized (Tier 3) support

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) IN THE CLASSROOM

BRANDI SIMONSEN, KAREN ROBBIE, KATHERINE MEYER,
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November 2021

Simonsen, B., Robbie, K., Meyer, K., Freeman, J., Everett, S., & Feinberg A. (November, 2021). *Multi-Tiered System of Supports (MTSS) in the Classroom*. Center on PBIS, University of Oregon. www.pbis.org.



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To maximize each student's potential, schools must implement strategies to provide robust universal prevention.

Call to Action

“[A]s a part of universal (Tier 1) support, educators **implement and differentiate key proactive practices** to provide robust universal prevention. For students whose needs persist, educators further target (Tier 2) or intensify (Tier 3) support within a **prevention framework.**”



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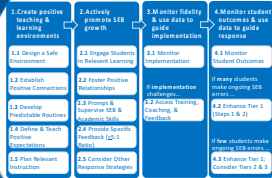
National Center on Safe Supportive
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Key ?s



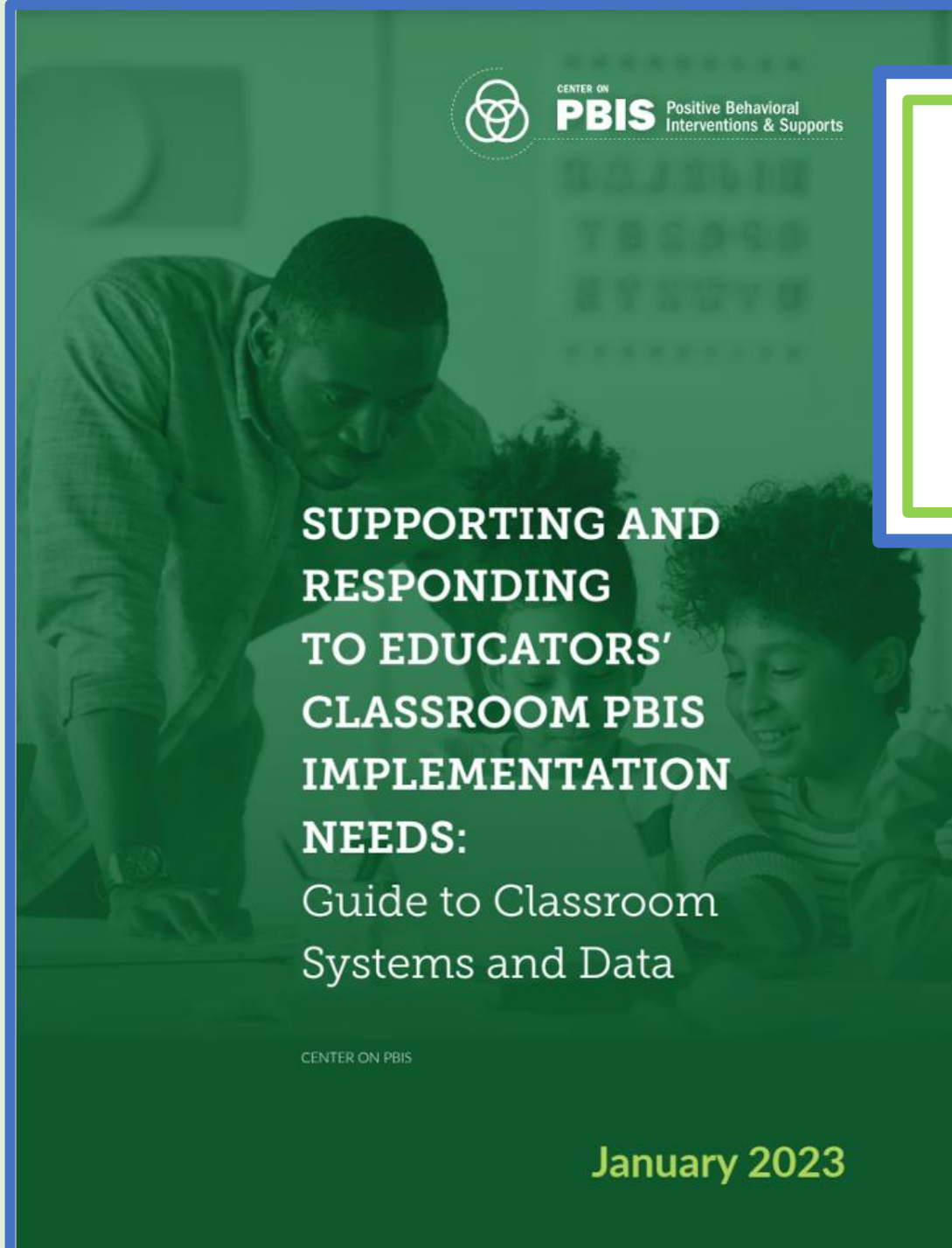
We build a robust and differentiated continuum of support.



How do we support educators' implementation needs?

Thanks to the **team** who lead the development of this guide:

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- Brandi Simonsen,
- Karen Robbie,
- Maria Reina Santiago-Rosario,
- Steve Goodman,
- Sarah Wilkinson,
- Kimberly Yanek,
- Sarah Sinnot,
- Sarah Rosati,
- Mara Power, &
- Katie Meyer



Invest in Systems to Support Staff & Use Data to Guide Decisions

Center on PBIS. (January 2023). Supporting and Responding to Educators Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data. Center on PBIS, University of Oregon. www.pbis.org.

Resources

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6 Key Resources



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Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In *"The Power of Habit,"* Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (responses) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

How can we develop habits of effective classroom practice?

Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
Example 3 (revised)	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success, building effective habits, celebrating accomplishments, and sharing with others.

Habits of Effective Classroom Practice

Practice Briefs

Habits of Effective Classroom Practice

This practice brief describes how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.
Be sure to watch the [related video](#).

Topics: Classroom PBS
Published: December 18, 2020
Keywords: Behavior Implementation PBS Foundations Tier 1
Suggested CDEs: Elementary & Youth & Family, C-6 & Segment 1, Character, 2020's Habits of Effective Classroom Practice Update OR, 2020's Habits of Effective Classroom Practice Update

[Download File](#)
 Practice Briefs PDF

RELATED RESOURCES

Preventive Classroom Behavior Management Practices PRACTICE GUIDES	Supporting Students with Challenging Behavior in the Classroom PRESENTATIONS	PBS Classroom Management PRESENTATIONS
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PBS	TOPICS	RESOURCE-#1	FORUM
Getting Started (Part 1) Tier 1 Tier 2 Tier 3	Building Effective Classroom PBS Coaching State Self-Monitoring Disability Rights & State Rigby Childhood Equity High School High School	Assessments Behavioral Policy-makers Brooks & Ludwig Examples Resources Practice Guides Presentations Videos	PBS Leadership Forum JEDU About PBS Contact Us PBS 360° PBS in the News Announcements

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How can we develop habits of effective classroom practice?

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Habit Development

Investing in Systems to Promote Habits of Effective Practice

Connect

Antecedent

Engage

Behavior

Specific
Feedback

Consequence

Greet
Students!

Prompt & Remind

Train & Coach

Performance Feedback

Provide Resources to Support

Monitor Fidelity & Outcomes

Celebrate Progress & Successes!

SR+

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6 Key Resources

Connect

Engage

Specific
Feedback



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About 

SCHOOL CLIMATE IMPROVEMENT ▾ TOPICS ▾ EVENTS ▾ RESOURCES ▾ TA SERVICES ▾ STATE PROFILES

Home

 **Creating a Safe and Respectful Environment in Our Nation's Classrooms**

Nationwide, about 20% of students ages 12-18 report being bullied during the 2017-18 school year according to data gathered by both the U.S. Department of Education and the Centers for Disease Control and Prevention. Classroom teachers play a critical role in intervening in bullying behavior displayed in schools and their attention to positive classroom climate can be a significant mitigating factor to bullying patterns.

TRAINING MODULES

- Home
- Self-Study Training
- Training of Trainer

 **Upcoming Events**

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6 Key Resources



AMERICAN PSYCHOLOGICAL ASSOCIATION

MEMBERS

TOPICS

PUBLICATIONS & DATABASES

SCIENCE

EDUCATION & CAREER

Home > Education and Career > Pre-K to 12 Education >

Improving Students' Relationships with Teachers to Provide Essential Supports for Learning

Applications of Psychological Science to Teaching and Learning modules

Parenting, Families, Relationships

Schools and Classrooms

Connect


Positive relationships can also help a student develop socially

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6 Key Resources



Information for School Districts and School Administrators

Fostering School Connectedness

Improving Student Health and Academic Achievement

School connectedness is the belief held by students that the adults and peers in their school care about their learning as well as about them as individuals. Students who feel connected to school are more likely to have a number of positive health and academic outcomes. This fact sheet answers questions about school connectedness and identifies strategies school districts and administrators can use to foster it among their students.

Why is it important for students to feel connected to school?



School connectedness is an important factor in both health and learning. Students who feel connected to school are

- More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
- Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
- Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
- Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

Implementation of evidence-based health promotion programs, coupled with strategies to promote school connectedness, can help schools have the greatest impact on the health and education outcomes of their students.

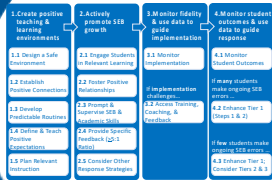
What factors can increase school connectedness?

Four factors can help strengthen school connectedness for students: **adult support, belonging to a positive peer group, commitment to education, and a positive school environment.** School staff members are important adults in students' lives; the time, interest, attention, and emotional support they give students can engage them in school and learning.

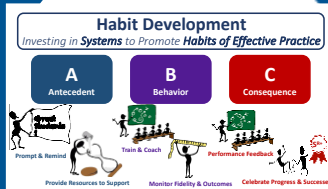


Connect

Key ?s



We build a robust and differentiated continuum of support.



We invest in systems to support educators in developing habits of effective practice.

Connect

Engage

Specific
Feedback

Meet our Panelists

Bios for the
speakers are
archived on the
[event webpage](#).



Valerie Close

Principal, Mountain View Elementary School
Roanoke Public Schools, VA



Elizabeth Mauck

Dean of Students, Northside High School
Roanoke Public Schools, VA



Laura Bell

Assistant Principal, Glenvar Elementary School
Roanoke Public Schools, VA

Our Journey Towards Implementation



Established a Tier 1 Team and Tier 2 Team



Scheduled monthly meetings for Tier 1 and Tier 2



Created a staff development plan using the past TFI and Staff Surveys



Monthly PBIS professional development on Tier 1 structure, expectations, and Tier 2 processes



Implemented data based decision making processes



Trained teachers on classroom matrix creation



Established a Tier 2 Handbook and outlined supports



Implemented electronic referrals and trained staff



Piloted CICO with a few students. Teachers saw the support and fidelity of referral/data reporting increased to get their students Tier 2 supports



Provided coach support in classrooms when needed to teachers using professional development time

Positive Behavior Feedback Strategy

Viking Note of Praise



The form is titled "Viking Note of Praise" and features a cartoon Viking character in the top left corner. It includes fields for "Name:", "Grade:", and "Date:". Below these are four checkboxes for "Safe", "Kind", "Responsible", and "Respectful". A large rectangular box is provided for a message, preceded by the text "Thank you for showing The Viking Way by:". At the bottom, there is a line for "Issued by:". The entire form is enclosed in a dashed green border.

 Viking Note of Praise

Name: _____

Grade: _____ Date: _____

☐ Safe
☐ Kind
☐ Responsible
☐ Respectful

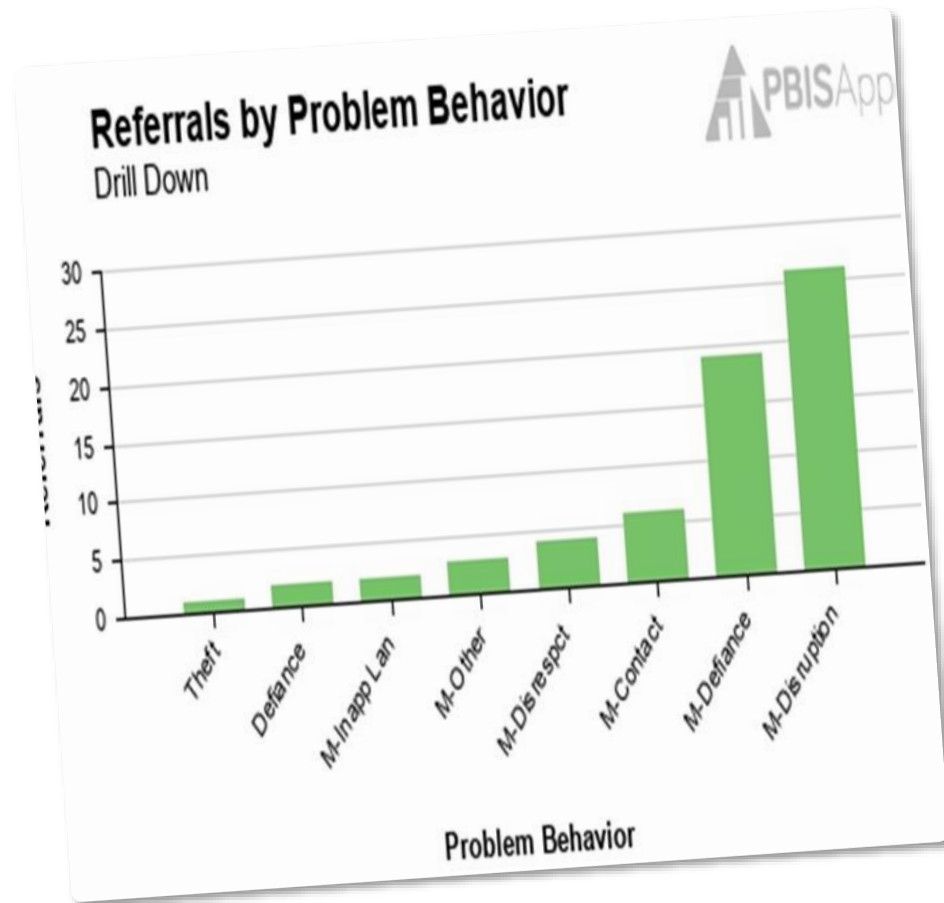
Thank you for showing The Viking Way by:

Issued by: _____

Measurable Goal Statement

Baseline data: 33 referrals, 14 students, 10 staff

By the end of the first semester, referrals for disruption in the classroom will be reduced by 10 percent.



Action Plan

Prevent: increase precorrects of classroom expectations, increase behavior specific praise, increase student engagement in lessons when appropriate

Teach: Reteach classroom expectations focus on the opposite of disruption (following directions, completing work/task, voice level, material use)

Reward: Classroom grids focused on desired behaviors (see teaching) Striving for schoolwide reward

Correct: Parent contact, loss of privilege, break & conference with student, reflection sheet

Extinguish: Planned ignoring when instruction is able to continue



Comparison of Referrals for Disruption by Month

November

33 referrals



December

21 Referrals

We have met our goal! Now it's time to look at the data and set a new goal!

Meet our Panelists

Bios for the speakers are archived on the [event webpage](#).



Shannon Ellis
Executive Director, School Climate & Culture
Initiatives
School District of Philadelphia, PA



Sean Kelly
Lead Positive Behavior Intervention Support (PBIS) Coach
School District of Philadelphia, PA



Lu Snyder
Relationships First Coach
School District of Philadelphia, PA

Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

- NCSSLE Website: <https://safesupportivelearning.ed.gov>
- Best Practices Clearinghouse: <https://bestpracticesclearinghouse.ed.gov/>

Upcoming Webinars!

Lessons from the Field Events

- **October 18:** Miniseries-Student Support Teams
- **October 25:** Promoting Health and Well-Being in LGBTQ+ Students

Human Trafficking and Child Exploitation Webinar Series

- **November 15:** Child Labor Exploitation

Feedback Form

https://www.surveymonkey.com/r/LftF_Session50



[NCSSLE] 2023 - Lessons from the Field - Strategies for Educators and School-Based Staff to Support Students' Social

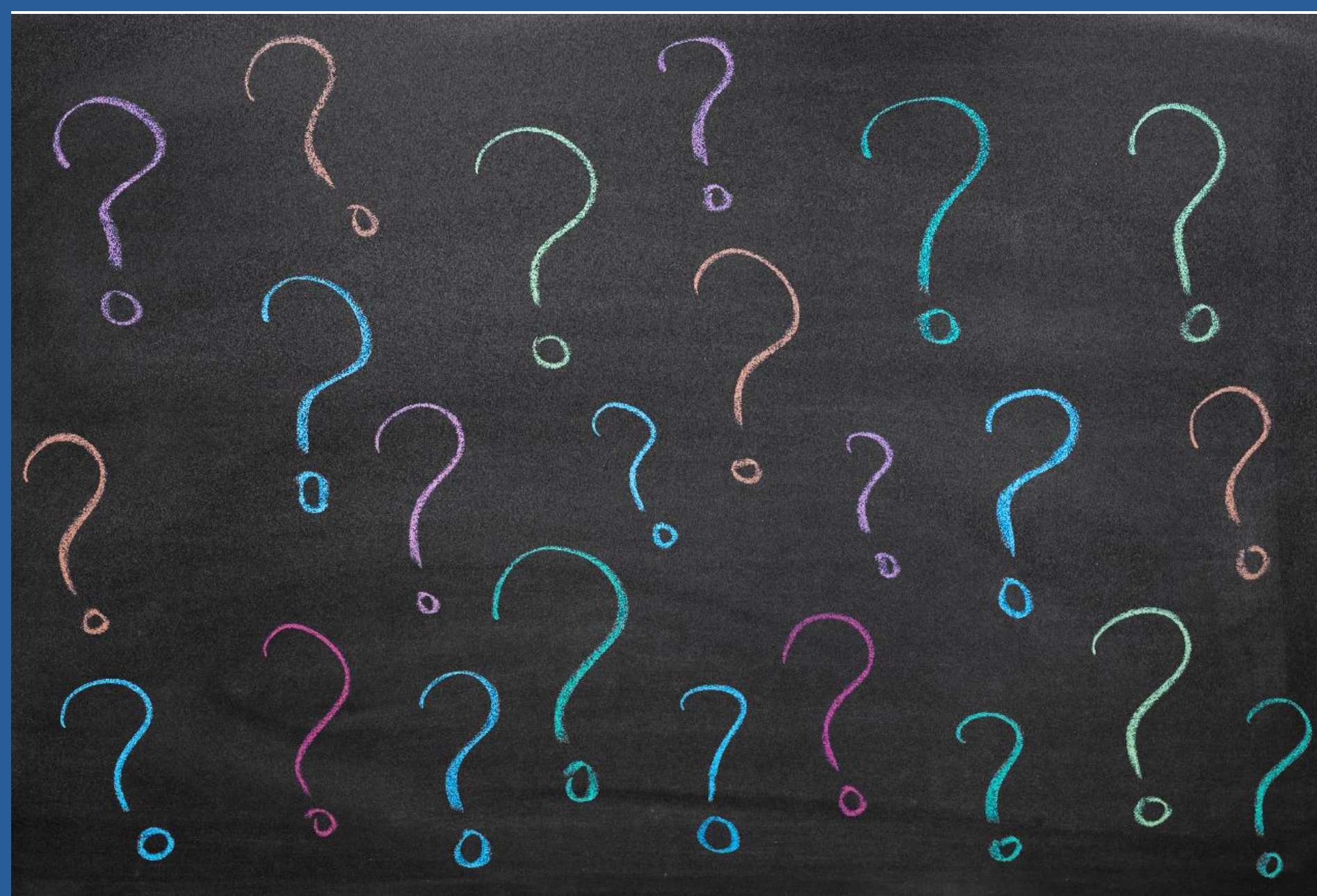
Thank you for attending the webinar, *Strategies for Educators and School-Based Staff to Support Students' Social, Emotional, Behavioral, and Academic Well-Being and Success*, on October 4, 2023. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- ☐ Not At All Knowledgeable
- ☐ Somewhat Knowledgeable
- ☐ Very Knowledgeable

2. Overall this webinar was a good use of my time.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree



Live Q&A